
Effective Practices for Educational Program Development, AB 1985 and the ASCSU QRTF

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Presentation Materials: <http://www.asccc.org/content/educational-program-development-ab-1985-and-qrtf-what-are-they-what-has-been-done-and-what%E2%80%99s>

ASCC Educational Program Development White Paper

- Paper on Effective Practices for Educational Program Development has been delayed, was supposed to be out this plenary. Outline has been approved by ASCCC executive committee, draft has been started.
- Much of need for the paper stems from the Pathways movement, what does Pathways mean to the CCC? In addition, in response to workforce requests/demands.
- Expecting \$150 million in Governor Brown's budget for Pathways programs.
- Looking for faculty to contribute to the paper. Much of this will happen remotely.
- What counts as an "educational program" according to Title 5 vs. accreditation definition? According to Title 5, an educational program is an academic program, not an academic support program.
- Need to specifically define faculty primacy in program development, what does this look like? What is the role of administrators in program development?

Advanced Placement Examination General Education Credit Policy

- AB 1985 required Community Colleges to develop and post their AP credit policy on their websites by fall 2017.
- GE AP Credit Policy distributed in March 2017. Intent of policy is to provide students with guidance as to how they can earn credit for AP exams
- Does not apply to major courses, AP credit is for GE requirements only.
- All CC's must post this policy on their website, could be part of a board policy.
- If a college does not have a course similar to AP Exam content, shall award credit for GE area as listed on the CCC GE/AP List (can allow use of CSU GE Breadth but is not required, this is at the discretion of each college) if there is no similar GE area may award elective credit.
- Policy does not address course to course awarding of credit as this is a local decision made by appropriate discipline faculty.
- This does not apply to CLEP and IB.
- Score of 3, 4 or 5 is required for GE credit
- Policy essentially states CC's no longer have ability to not grant GE credit for AP.
- Best practice is to have policy in Course Catalog, but not required.

Academic Senate of the California State University Quantitative Reasoning Task Force Report and Recommendations

- Resolution from fall plenary requested ASCCC formulate a response to QRTF report and recommendations
- Title 5 states math competency requirements can be satisfied by math courses taught in disciplines outside of math.
- CSU and UC require all transfer level courses have at least a prerequisite of Intermediate Algebra.

- Title 5 requires that courses meet math competency have Elementary Algebra.
- Many Statistics pathways do not have Intermediate Algebra as a prerequisite, some do not have Elementary Algebra, and some have none.
- Exemption to Intermediate Algebra prerequisite was granted for Pilot CC's offering Statway Programs through 2019.
- CSU Council on Math has stated to GEAC that Statway and other accelerated pathways do not prepare students for college level work.
- ASCCC sent survey to Senate Presidents on quantitative reasoning requirements. 41 colleges replied.

Keynote Address Follow-up Session

Dan Crump, American River College

Cleavon Smith, Area B Representative

This session was a facilitated discussion of Manual Pastor's Keynote (<http://www.asccc.org/content/keynote-presentation-california-forward>). Participants were asked to share challenges they are having with Equity on their campuses and what the ASCCC can do to support them. Below are some highlights from the discussion:

- Switch language from "what you can't do" to "what you should do" in syllabus to promote student's first interaction with faculty as positive, welcoming and supportive
- Q- Center for Urban Development as a resource
- Colleges are in need of guidance on "Equity Best Practices" from ASCCC
- Release time for Equity faculty co-chair
- Map reporting of categorical program reporting to ensure shared governance occurs and is transparent.
- Convert Equity Coordinator to a faculty position
- Encourage classified staff to attend Leadership Institute this summer for classified staff
- Invite a classified senator to your Academic Senate table
- Incorporate Social Justice into SSEC as a theme
- We are missing intersectionality from implementation plans
- We are missing students' resilience to risk in our plans (the more risk factors you have the greater the negative impact on student success)
- All academic departments should report on how they are addressing Equity (add in PRPP)
- RISE program
- Message from CCC needs to be that equity is driven by faculty
- Do not rely solely on quantitative data, qualitative data is equally important and mixed method research is the strongest
- ASCCC or CCC should provide technical assistance visits for Equity
- ASCCC should host workshops on how to work with data appropriately (Data Institute)
- Surveying students' needs conveys an interest in students' stories and experience in and of itself.
- ASCCC should host an event for Equity Directors to get together share best practices, connect, etc.
- ASCCC should query all CC's on how they are implementing Equity and where it falls in their governance structure

- Education for faculty on how to connect students with social services and mental health services.

The Common Assessment: What to Expect in the Next Six Months and Beyond

Cheryl Aschenbach, North Representative

Jennifer Coleman, State Wide Project Director

Craig Rutan Area D Representative

Presentation Materials: <http://www.asccc.org/content/common-assessment-what-expect-next-six-months-and-beyond>

This session was by and large a Q and A session for the Common Assessment. Below are a highlights from the presenters' responses to questions asked by attendees:

- Common Assessment was initially scheduled for fall 2017 release to coincide with sun-setting of Compass. Scope of work was underestimated.
- Common Assessment (CA) is a platform which integrates multiple measures chosen by each college.
- ASCCC is still fully supportive of this project.
- Timeline as to when it will CA will be available: date is not available to be discussed at this time, however there is an internal timeline. Contrary to communication from Chancellor's office, pilot colleges should be prepared to not have it in fall 2017. 2020 could be a realistic completion goal.
- Pilot testing is scheduled to start in May. Item level testing has been completed, now testing will occur for "branching" and "flow" of the assessment.
- New ESL questions are currently being developed which is one of the holdups (proprietary/copyright concerns with reading passages currently identified).
- How should colleges prepare: Align current curriculum to competency maps as students will be placed on the maps and colleges will need to "match" their courses to placements on maps (maps available on CCC.assess.org) Loop in IT staff to prepare, resources available at ccc.technology.info. We will be leveraging platform across online initiatives. Your IT has been looped had if your campus is using CANVAS.
- It is a local decision to use human scoring or machine scoring for the CA. CA must be able to accommodate either. Writing sample will most likely come out later that test. RFP is out now for writing prompt development. Vendor is hoped to be in place by July.
- Technology is further along than the assessment tests at this point.
- Students will only need a CCC ID, not current application to college, to take an assessment. Students will need to create a CCC account to be assigned an ID. Will not need to provide SSN.
- Best price for AccuPlacer is available through the Foundation
- Tutorial for the technology will be available for students as well as an assessment preparation component (which includes practice tests).
- Fixed forms will be available (paper and pencil) for accessibility reasons.
- Accessibility review just happened by third party vendor, all issues were flagged and are being worked on.
- Test is untimed, Braille version will be available. Accommodation recommendations are being developed.

Updates and Dialog in Basic Skills and Noncredit

Cheryl Aschenbach, ASCCC North Representative

Kirsten Corbin, Dean of Basic Skills and Noncredit Curriculum, Chancellor's Office

Presentation Materials:

Not yet available, check back on ASCCC website

Basic Skills:

- Basic Skills Transformation Grant- Participating colleges must adopt two interventions of seven, most are implementing more than two. Colleges reported in December the most activity in the following intervention areas: Co-requisite models, High School Partnerships and Professional Development.
- Basic Skills Funding Model- efforts are underway to influence changes to BSI funding formula to shift focus to students completing basic skills courses, versus number of basic skills students and to include noncredit students.
- All colleges should expect an increase in their BSI funding.
- Suggest shortening math and English pathways and then supplement with noncredit for those students that acceleration is not appropriate for.
- Integrated planning- Chancellor's Office directed CC's to integrate SSSP, Student Equity and BSI planning. Basic Skills is called out in all three initiatives and yet typically gets the least amount of money. There is no intention to reduce funding of any of the initiatives with integration.
- Faculty in session shared frustrations with integration process (driven too heavily by administrators, power struggles between programs/initiatives, how to allocate funds from each budget).
- Strategies for approaching integrated planning:
 - Use your strategic planning priorities, master plan, etc for guidance
 - Crosswalk goals of the initiatives
 - Determine goals in common
 - Align timelines and deliverables
 - Determine resources and governance structure
- Integrated planning workshop and webinar slides and resources are available online: <http://extranet.cccco.edu/Divisions.IntergratedPlanning.aspx>.
- Integrated plan is now due December 15th instead of December 1st.

Noncredit:

- Noncredit Professional Development 2 day event May 4-5 in Sacramento is sold out but do get on the waiting list so that you get updates and information on future events.
- Noncredit Community of Practice webinars will be first Fridays at 12, more info is coming. There will be regional events/gatherings in fall 2017.
- Every campus should have a noncredit liaison who serves as a point of contact for noncredit info coming from the ASCCC. Possibly noncredit Counselor would be a good be a good option for liaison.
- Planning to start an annual event focused on noncredit in March/April
- The "New World of Noncredit" conference October 6 and 7th in San Diego.
- How do we make noncredit faculty loads more comparable to credit faculty's so this is not a barrier to growing noncredit programs?
- Can you have a refresher course in higher level math as noncredit and still count it as basic skills?